

Why PBS?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

Introducing, modeling and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

Once this foundation has been created, schools can more effectively implement systems for decreasing the number, intensity and severity of problem behaviors. Higher level interventions and supports have been demonstrated to be more successful when they are readily available and understood by all students, school personnel, family members and collaborating agencies.

Positive Behavior Supports in Vermont builds on our historical philosophy of inclusion, collaboration, and 'Building Effective Supports for Teaching' all our children in their own communities using a strengths-based approach.

VTPBS has the greatest potential for bringing out the BEST in all of us.



Monument Elementary,
Bennington Vermont
"Presenting expectations to students"

Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501
<http://www.education.vermont.gov/>
<http://www.pbis.org>
<http://www.pbsvermont.org>

For more Information contact:
Sabine Baldwin (802) 828-0183
Sabine.baldwin@state.vt.us

Vermont Positive Behavior Supports



Bennington Elementary
Bennington, Vermont
School-Wide Roll Out!

Accentuate the Positive



*"In time she would understand
With belonging there is laughter
Makes the world a special place and
leaves it even better"*

(Even Better, by Ricky Vermont and Richard Boltax, 1998)



Vermont Positive Behavior Supports (VTPBS)

What is VTPBS?

Vermont Positive Behavior Supports is a State-wide effort designed to help school teams form behavioral and discipline systems that support students learning and social development.



Bennington Elementary "High Five"

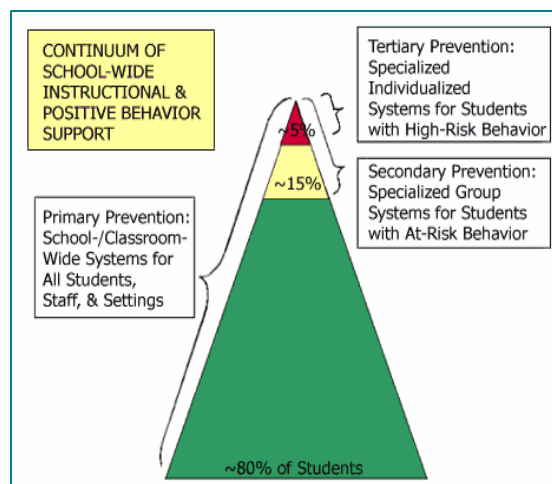
In 2007, the Vermont BEST Team (Building Effective Supports for Teaching) adopted VTPBS as the major strategy for helping schools build their capacity to serve students with challenging behavior. In the first year, 34 Vermont schools began implementation of PBS. Guided by a state-wide Leadership Team and funded through a partnership of local and state funds, PBS continues to grow in Vermont.

Is this a pilot program or is this just another initiative?

Nationally, PBS is currently practiced in over 8,000 schools. PBS is not an initiative, but a set of problem solving strategies and processes. Building upon existing strengths, school teams create well defined systems, use effective practices and data centered evaluation methods to reshape their communities and help students achieve academic and social competence.

The PBS Triangle

The PBS Triangle is a graphic representation that outlines the three levels of intervention that all schools need to address for meeting the social/emotional needs of all of their students.



Primary/Universal Supports 80%

This level of the triangle represents the school-wide strategies, supports and structures designed to meet the needs of all students.

Effective Universal Supports have seven major components in common:

- an agreed upon and common approach to discipline,
- a positive statement of purpose,
- a small number of positively stated expectations for all students and staff,
- procedures for teaching these expectations to students,
- a continuum of procedures for encouraging displays and maintenance of these expectations,
- a continuum of procedures for discouraging displays of problem behavior, and
- procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

Secondary/Targeted Supports 15%

Secondary Prevention is designed to provide targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions within Secondary Prevention are more intensive and focused on a smaller number of students who are at risk for engaging in more serious problem behavior and need a little more support. Secondary Prevention practices involve small groups of students or simple individualized intervention strategies.

Secondary Prevention strategies include:

- Early universal screening.
- Continuous progress monitoring for students who exhibit difficulties despite proactive school-wide prevention efforts.
- Systems for increasing structure and predictability.
- Systems for increasing contingent adult feedback.
- Systems for linking academic and behavioral performance.
- Systems for increasing home/school communication.
- Collection and use of data for formative decision-making.

Tertiary/Intensive Supports 5%

The top of the PBS triangle represents the supports and strategies necessary to both prevent and respond to the needs of the students with the most significant behavioral challenges. For these students a highly individualized approach; which includes school, family and inter-agency support will often be necessary.

Tertiary Supports include:

- Functional behavioral assessment.
- Team-based comprehensive assessment and intervention.
- Linking of academic and behavior supports.
- Individualized intervention.
- Interagency collaboration.
- Individualized behavior support planning.

"Vermont PBS has radically and positively changed the school culture at H.O. Wheeler"
Jim Drown, Behavioral Specialist

How do I bring PBS to my school?

The VTPBS State-Wide Implementation Team has organized a series of one day training activities for schools new to the PBS effort. These activities are designed to take a school from information gathering to implementation of PBS.

A Forum on School-Wide Positive Behavioral Supports (PBS)
With Dr. George Sugai
Thursday, October 16th,
Lake Morey Inn

"Getting to Readiness" Workshop for School Teams Planning to Implement PBS
Tuesday, November 18th,
Capitol Plaza, Montpelier

First Steps in VT-PBS Implementation
Thursday, April 2nd,
Capitol Plaza, Montpelier

PBS School Leadership Team Training at the BEST Summer Institute
Sunday, June 21st –
Thursday, June 25th,
Killington Grand, Killington

To register visit:
<http://www.uvm.edu/~cdci/best/>

or contact Anne Dubie at
anne.dubie@uvm.edu

Other information
www.pbsvermont.org



*"In time she would understand
 With belonging there is laughter
 Makes the world a special place and
 leaves it even better"*

(Elean Bence, by Ricky Vermont and Richard Bolux, 1999)

Understanding PBS Talking Points

- A model that can be effectively implemented & sustained in schools of all shapes & sizes
- A framework for strengthening school culture & improving the school experience for all students & staff
- Support for all children & adults to build community by modeling & enforcing positive behavior
- Emphasizes the importance of positive relationships, respect and support for others so that all can succeed
- System based on assumption that social/emotional competence must be taught before kids can effectively be held accountable for following rules/expectations
- System based on universal nature of focus/school-wide culture building prior to a targeted focus on individual children
- Clear expectations, taught and reinforced verbally, visually and continuously
- Improves academic achievement, has the potential to lower special education costs by decreasing the number of students referred for eligibility or placed out-of-district
- Promotes inclusion of children with special needs
- Interfaces well with other systems, i.e. RtI, Responsive classroom
- Internal & external coaches for on-going support
- Reduces number of students requiring supplemental & tertiary supports
- Fosters greater collaboration and increases positive energy among school staff
- Helps all students and staff to be successful

